



## Guide to Understanding Your Child's Individual Student Year End Reports

### 2016-2017 School Year



**For More Information**

DLM General Information <http://oea.dpi.wi.gov/assessment/DLM>

Wisconsin Essential Elements [http://sped.dpi.wi.gov/sped\\_assmt-ee](http://sped.dpi.wi.gov/sped_assmt-ee)

## What is the Dynamic Learning Maps® Assessment?

The Dynamic Learning Maps (DLM) assessment is administered statewide in the spring each year and assesses English language arts (ELA) and mathematics. In addition, your student may have also taken the science and social studies assessments depending on their grade level. The DLM assessment is intended for students with the most significant cognitive disabilities in grades 3-11 and is designed to compare a student's strengths and needs to clearly defined standards, skill levels, or areas of knowledge. It is aligned with the Wisconsin Essential Elements and measures how students perform in relation to those standards.

Your child should receive an Individual Student Report for each subject tested. These reports indicate the skills your child demonstrated during the assessment.

## Dynamic Learning Maps Reports

As you read your child's *Individual Student Year End Reports*, please refer to explanations in this guide to assist you in understanding the information. In order to obtain a complete picture of your child's academic performance, daily class work, homework and other learning activities should also be considered. Please feel free to contact your child's teacher with any questions.

Each report contains information about your child's performance. These reports have three parts: the Individual Student Report Summary, the Performance Profile and the Learning Profile.

### Individual Student Report – Front Page

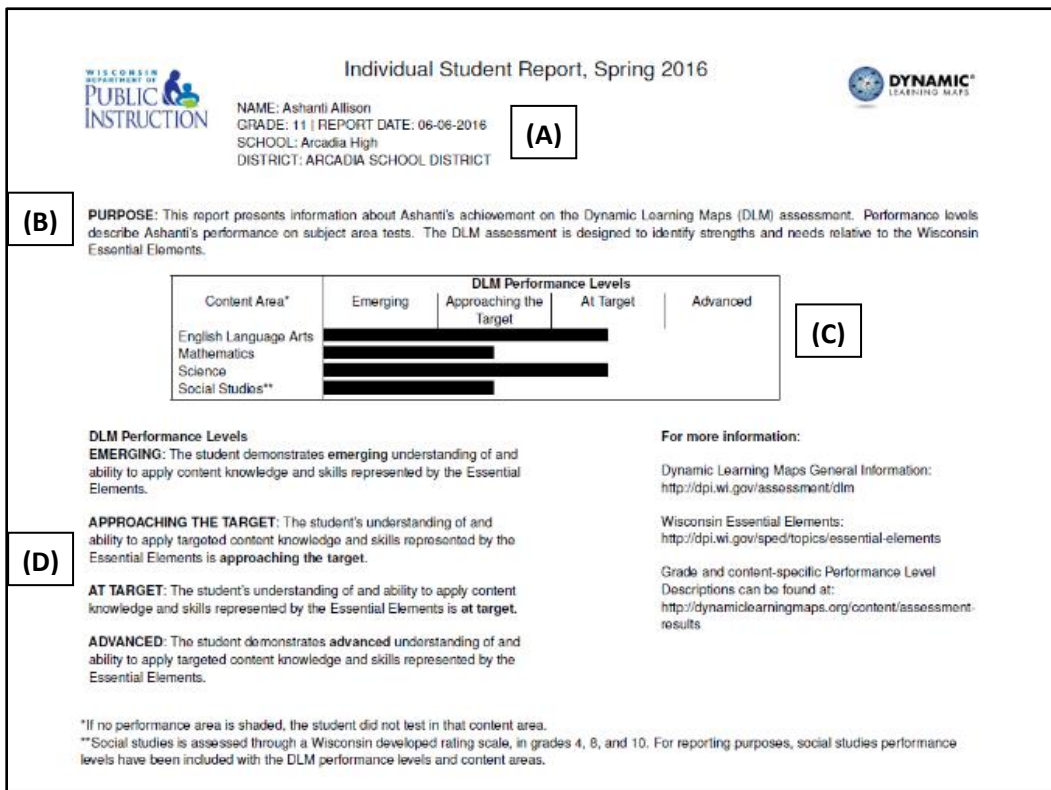
The *Individual Student Report (ISR)* summarizes how your child performed on the English language arts and mathematics assessments. Some students may also take science and social studies depending on their grade level. DLM performance levels are presented as Emerging, Approaching Target, At Target, and Advanced. A description of the information on the ISR is provided below.

**(A) Identifying Information.** The student's name and grade are shown at the top of the report. You will also find the student's, report date, school, and district listed in the lower part of this panel.

**(B) Purpose.** This statement indicates what the report contains and how to use the data. This helps teachers and parents/guardians interpret the test results.

**(C) DLM Performance Levels.** The chart provides information about student achievement in terms of DLM performance levels. For each subject, each performance level is shown, along with a bar graph indicating the performance level the student achieved in each content area.

**(D) Explanation of DLM Performance Levels.** This section provides an explanation of the DLM performance levels.



The image shows a sample Individual Student Report (ISR) for Spring 2016. The report is titled "Individual Student Report, Spring 2016" and includes the Wisconsin Department of Public Instruction logo and the Dynamic Learning Maps logo. The student's name is Ashanti Allison, Grade 11, Report Date: 06-06-2016, School: Arcadia High, and District: Arcadia School District. The report is divided into four sections: (A) Identifying Information, (B) Purpose, (C) DLM Performance Levels, and (D) Explanation of DLM Performance Levels. Section (C) contains a bar graph showing performance levels for English Language Arts, Mathematics, Science, and Social Studies. The performance levels are: Emerging (shaded), Approaching the Target (shaded), At Target (shaded), and Advanced (unshaded). The bar graph shows that the student achieved the "At Target" level in English Language Arts, Mathematics, and Science, and the "Approaching the Target" level in Social Studies. Section (D) provides an explanation of the DLM performance levels: EMERGING, APPROACHING THE TARGET, AT TARGET, and ADVANCED. It also includes a "For more information:" section with links to Dynamic Learning Maps General Information, Wisconsin Essential Elements, and Grade and content-specific Performance Level Descriptions.

Individual Student Report, Spring 2016

NAME: Ashanti Allison  
GRADE: 11 | REPORT DATE: 06-06-2016  
SCHOOL: Arcadia High  
DISTRICT: ARCADIA SCHOOL DISTRICT

**(A)**

**(B)** PURPOSE: This report presents information about Ashanti's achievement on the Dynamic Learning Maps (DLM) assessment. Performance levels describe Ashanti's performance on subject area tests. The DLM assessment is designed to identify strengths and needs relative to the Wisconsin Essential Elements.

Content Area*	DLM Performance Levels			
	Emerging	Approaching the Target	At Target	Advanced
English Language Arts	Shaded	Shaded	Shaded	Unshaded
Mathematics	Shaded	Shaded	Shaded	Unshaded
Science	Shaded	Shaded	Shaded	Unshaded
Social Studies**	Shaded	Shaded	Shaded	Unshaded

**(C)**

**DLM Performance Levels**  
**EMERGING:** The student demonstrates emerging understanding of and ability to apply content knowledge and skills represented by the Essential Elements.  
**APPROACHING THE TARGET:** The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is approaching the target.  
**AT TARGET:** The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is at target.  
**ADVANCED:** The student demonstrates advanced understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.

**(D)**

**For more information:**  
Dynamic Learning Maps General Information: <http://dpi.wi.gov/assessment/dlm>  
Wisconsin Essential Elements: <http://dpi.wi.gov/sped/topics/essential-elements>  
Grade and content-specific Performance Level Descriptions can be found at: <http://dynamiclearningmaps.org/content/assessment-results>

\*If no performance area is shaded, the student did not test in that content area.  
\*\*Social studies is assessed through a Wisconsin developed rating scale, in grades 4, 8, and 10. For reporting purposes, social studies performance levels have been included with the DLM performance levels and content areas.

## Individual Student Report *Summary* – Back Page

The back page of the *Individual Student Report Summary* (ISR) provides additional interpretive information about the DLM. Each DLM subject area measures student learning with respect to the Wisconsin Essential Elements, and are further grouped into conceptual areas and domains. This report indicates your child's score and the percent mastered according to these areas. **(E)**

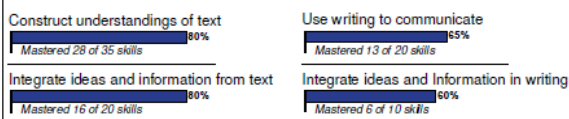
## Overall Results

This section describes Ashanti's performance on grade-level academic skills in each content area. The Conceptual Areas and Domains sections further identify the categories of tested skills and the percent mastered relevant to the Wisconsin Essential Elements.

## English Language Arts

Grade 11 English language arts allows students to show their achievement in 85 skills related to 17 Essential Elements. Ashanti has mastered 63 of those 85 skills during the 2015-16 school year.

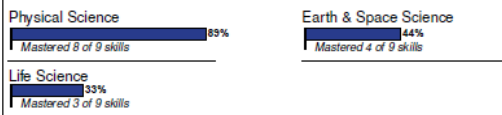
## Conceptual Areas



## Science

Grade 11 science allows students to show their achievement in 27 skills related to 9 Essential Elements. Ashanti has mastered 15 of those 27 skills during the 2015-16 school year.

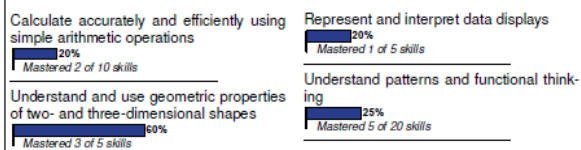
## Domains



## Mathematics

Grade 11 mathematics allows students to show their achievement in 40 skills related to 9 Essential Elements. Ashanti has mastered 11 of those 40 skills during the 2015-16 school year.

## Conceptual Areas



## Social Studies

Asanti's performance is **approaching the target**. Social studies is completed for students in grades 4, 8, and 10 using a Wisconsin developed rating scale completed by the teacher. These scores are reported based upon Asanti's performance level as indicated by the overall score on the rating scale and not by individually scored test items. Please contact Asanti's teacher for more information regarding social studies.



## Performance Profile

The Performance Profile is created for the content areas of ELA, mathematics and science. There is not a report for social studies as this is a Wisconsin specific content area. The first part of the Performance Profile describes your child's overall performance based on Essential Elements, which are the alternate achievement standards for this subject area. The performance levels are:

- Emerging
- Approaching the Target
- at Target
- Advanced

"At Target" means your child has met the alternate achievement standards in this subject area at your child's grade level.


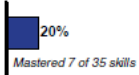
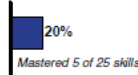

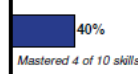
This report also lists examples of skills mastered by students at your child's performance level. Your child may or may not have demonstrated all of these skills during testing. The skills provided, however, describe the expected academic skills of students with the most significant cognitive disabilities at each performance level.

REPORT DATE: 03-13-2017 SUBJECT: English language arts GRADE: 3		Individual Student Year-End Report Performance Profile 2016-17			
NAME: Student DLM DISTRICT: DLM District SCHOOL: DLM School		DISTRICT ID: DLM District ID STATE: Wisconsin			
<b>Overall Results</b>					
Grade 3 English language arts allows students to show their achievement in 80 skills related to 16 Essential Elements. Student has mastered 16 of those 80 skills during the 2016-17 school year. Overall, Student's mastery of English language arts fell into the first of four performance categories: <b>emerging</b> .					
					
<b>EMERGING:</b>		The student demonstrates <b>emerging</b> understanding of and ability to apply content knowledge and skills represented by the Essential Elements.			
<b>APPROACHING THE TARGET:</b>		The student's understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements is <b>approaching the target</b> .			
<b>AT TARGET:</b>		The student's understanding of and ability to apply content knowledge and skills represented by the Essential Elements is <b>at target</b> .			
<b>ADVANCED:</b>		The student demonstrates <b>advanced</b> understanding of and ability to apply targeted content knowledge and skills represented by the Essential Elements.			
A student who achieves at the <b>emerging</b> performance level typically can identify familiar people, objects, or places; identify feeling words; identify sequences; and identify text structure when reading literature and informational text.					
The student indicates and identifies familiar people, objects, or places associated with a text by:					
<ul style="list-style-type: none"><li>• recognizing similar and different physical characteristics of objects</li><li>• understanding words for absent objects or people</li><li>• attending to object characteristics when verbally cued</li><li>• seeking objects that are absent or are of interest to the student</li></ul>					
The student identifies feeling words by:					
<ul style="list-style-type: none"><li>• identifying personal feelings</li></ul>					
Page 1 of 2					
<small>© The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission. "Dynamic Learning Maps" is a trademark of The University of Kansas.</small>					

## Performance Profile, continued

The second part of the Performance Profile should be consistent with the back page of the Individual Student Report. It describes the percentage of skills your child demonstrated on related academic skills.

Your child's mastery of skills is an *estimate* of mastery. As is the case with any test result, your child's ability to demonstrate certain skills may vary from one testing attempt to another. Please keep in mind that the skills demonstrated during this assessment provide only one piece of evidence of what your child knows and can do.

<b>REPORT DATE:</b> 03-13-2017 <b>SUBJECT:</b> English language arts <b>GRADE:</b> 3	<b>Individual Student Year-End Report</b> <b>Performance Profile 2016-17</b>		
<b>NAME:</b> Student DLM <b>DISTRICT:</b> DLM District <b>SCHOOL:</b> DLM School	<b>DISTRICT ID:</b> DLM District ID <b>STATE:</b> Wisconsin		
<hr/> <b>Performance Profile, continued</b> <hr/>			
The student identifies sequences and text structure by:			
<ul style="list-style-type: none"><li>• noticing new objects</li><li>• identifying forward sequences from familiar routines</li><li>• differentiating between text and pictures</li></ul>			
When writing, the student:			
<ul style="list-style-type: none"><li>• attends to objects, people, or pictures</li><li>• makes a choice between two objects</li></ul>			
<hr/> <b>Conceptual Area</b> <hr/>			
Determine critical elements of text		Construct understandings of text	
Integrate ideas and information from text		Use writing to communicate	
More information about Student's performance on each Essential Element that make up the Conceptual Areas is located in the Learning Profile.			
<hr/>			
Page 2 of 2			

## Learning Profile

The Learning Profile shows your child's progress toward grade-level targets for each Essential Element tested. In the table, each Essential Element has a row of skills at different levels. Level 4 is the Target, which is the grade-level expectation. Skills at levels 1, 2, and 3 are skills that build to the Target. Level 5 skills exceed the Target.

In the Essential Element column, blue (or dark gray) shading shows Essential Elements that were tested but your child did not demonstrate during the test. Light gray shading means the Essential Element was not assessed this year. In the Level Mastery columns (1-5) green (or medium gray) shading shows specific skills your child demonstrated during the test.

Your child's performance on all Essential Elements is used to calculate your child's overall performance in a subject.

**SUBJECT:** English language arts

**GRADE:** 4


**NAME:** Student DLM

**DISTRICT:** DLM School District

**SCHOOL:** DLM Elementary

**Individual Student Year-End Report**

**Learning Profile 2016-17**



**DISTRICT ID:** 123

**STATE:** Wisconsin

Student's performance in 4<sup>th</sup> grade English language arts Essential Elements is summarized below. This information is based on all of the DLM tests Student took during Spring 2017. Student was assessed on 17 out of 17 Essential Elements and 4 out of 4 Conceptual Areas expected in 4<sup>th</sup> grade.

Demonstrating mastery of a Level during the assessment assumes mastery of all prior Levels in the Essential Element. This table describes what skills your child demonstrated in the assessment, and how those skills compare to grade level expectations. Green shading shows levels mastered this year. Blue shading shows Essential Elements with no evidence of mastery. Gray shading indicates the Essential Element was not assessed this year.

		Estimated Mastery Level				
Area	Essential Element	1	2	3	4 (Target)	5
ELA.C1.1	ELA.RI.4.1	Understand object names	Name or identify objects in pictures	Identify concrete details in an informational text	Identify explicit details in informational texts	Identify words related to explicit information
ELA.C1.1	ELA.RI.4.2	Understand object names	Name or identify objects in pictures	Identify concrete details in informational texts	Identify the overall topic of a familiar text	Identify topic-related words in an informational text
ELA.C1.1	ELA.RI.4.3	Understand object names	Use category knowledge to draw conclusions	Identify concrete details in an informational text	Identify concrete details related to people, events, or ideas	Compare key details
ELA.C1.1	ELA.RI.4.5	Determine similar or different	Name or identify objects in pictures	Identify information presented in pictures or graphics	Recognize informational text characteristics	Understand the structural purpose of a text

Levels mastered this year
  No evidence of mastery on this Essential Element
  Essential Element not tested

Page 1 of 3

This report is intended to serve as one source of evidence in an instructional planning process. Because evidence of student mastery of each Essential Element is based on a limited number of items, the estimated mastery patterns depicted here may not fully represent what a student knows and can do.

©The University of Kansas. All rights reserved. For educational purposes only. May not be used for commercial or other purposes without permission. "Dynamic Learning Maps" is a trademark of The University of Kansas.